

Relevance of Lesson Plans with the Implementation of Islamic Education Learning in Vocational Schools

Wahyu Hidayat, Muzakkir, Syamsu Fardi

Institut Agama Islam Negeri (IAIN) Parepare

Email: wahyuhidayat@iainpare.ac.id

Abstract: Lesson plans are an important thing that must be done before learning takes place. Lesson plans are very important because it can help make timely decisions and provide opportunities for easier control and monitoring in their implementation. This study aims to describe and analyze the relevance of lesson planning and implementation of learning in Islamic religious education subjects. This research was conducted at SMK Negeri I Parepare as a leading vocational school in Parepare. This research approach is descriptive qualitative. Collecting data using interviews, documentation and observation. The results showed that in preparing lesson plans at the SMK Negeri 1 Parepare, the teacher used the syllabus as a reference in making lesson plans. The internal relevance between the components in the lesson plans (*Rencana Pelaksanaan Pembelajaran/RPP*) is interrelated. The external relevance between the lesson plans of Islamic religious education subjects at SMK Negeri 1 Parepare in the material of Muslim concern for bodies and wisdom and the benefits of organizing corpses is as follows: the material presented in class is relevant to what is in the RPP, time allocation used is relevant to what has been planned in the lesson plan, there are several learning activities process in the classroom that are not relevant to what was planned in the lesson plan, the assessment taken is relevant to what has been planned in the lesson plan.

Keywords: Lesson plan, Islamic education learning, vocational school.

Abstrak: Perencanaan pembelajaran merupakan hal penting yang harus dilakukan sebelum pembelajaran berlangsung. Perencanaan pembelajaran menjadi sangat penting karena dapat membantu pencapaian sasaran secara lebih tepat waktu dan memberi peluang untuk lebih mudah dikontrol dan dimonitor dalam pelaksanaannya. Penelitian ini bertujuan mendeskripsikan dan menganalisis secara kritis terkait relevansi perencanaan pembelajaran dan pelaksanaan pembelajaran pendidikan agama Islam. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan latar SMK Negeri 1 Parepare. Data yang dianalisis adalah hasil wawancara dengan pendidik dan peserta didik di SMK Negeri 1 Parepare, hasil pengamatan dalam proses pembelajaran serta pengumpulan dokumen dari staf sekolah yang bersangkutan. Hasil penelitian menunjukkan bahwa dalam menyusun perencanaan pembelajaran di sekolah SMK Negeri 1 Parepare, guru menjadikan silabus sebagai rujukan dalam pembuatan RPP. Sebelum proses mengajar guru membuat rencana pelaksanaan terlebih dahulu agar semua materi tersampaikan sesuai waktu yang telah ditentukan. Sedangkan dalam pelaksanaan pembelajaran mata pelajaran pendidikan agama Islam di SMK Negeri 1 Parepare terbagi menjadi tiga, yaitu kegiatan pendahuluan, kegiatan inti dan kegiatan penutup. Relevansi internal antara komponen pada RPP sudah saling berkaitan (relevan). Relevansi eksternal antara perencanaan pelaksanaan pembelajaran mata pelajaran pendidikan agama Islam di SMK Negeri 1 Parepare dalam materi kepedulian ummat Islam terhadap jenazah dan hikmah dan manfaat tatacara penyelenggaraan jenazah adalah sebagai berikut: materi yang disampaikan di dalam kelas sudah relevan dengan yang ada dalam RPP, alokasi waktu yang digunakan sudah relevan dengan yang telah direncanakan pada RPP, ada beberapa kegiatan pembelajaran di kelas yang tidak relevan dengan yang direncanakan pada RPP, penilaian yang diambil sudah relevan dengan yang telah direncanakan pada RPP.

Kata kunci: Rencana pelaksanaan pembelajaran (RPP), pembelajaran PAI, sekolah kejuruan.

Introduction

Lesson plans is a step in preparing a learning process so that learning objectives can be achieved. Lesson plans are systematic records of teacher's thought about what will be covered during a lesson.¹ Lesson plans are one of the initial functions of planning activities in achieving effective and efficient learning objectives.² Planning in learning process, in essence, is carried out thoroughly, extends to long-term goals, utilizes available resources, and is carried out continuously.³ Therefore, there is a need for management in learning process.⁴ Lesson plans become the basis for implementing learning activities process. Lesson plans of implementation will run well if it is well planned.⁵ So the lesson planning is one of the most urgent needs to be implemented by the teacher.⁶ Lesson plans are part of the obligations and performance of teachers.⁷ The notion of teaching management refers to an effort to regulate teaching activities based on teaching concepts and principles to make teaching goals a success so that they are achieved more effectively, efficiently and productively, starting with the determination of strategy and planning, ending with assessment, and from the assessment will be used as feedback for further improvement of teaching.

Based on the understanding, a teacher in carrying out lesson plans are expected to have activities to manage learning as well as possible and create conducive conditions so that students can learn well and there is a learning process that involves educators and students. When it can be applied in the process of implementing learning, the goals of education will be easier to achieve, because it is on the shoulders that there are duties and responsibilities for the future of a generation that is smarter and more civilized. Religious education, one of the basic aspects of Indonesia's national education, must be able to give meaning to the essence of national development. Thus, the implementation of religious education in all educational environments is not only tasked with motivating life and eliminating the negative impacts of development, but also teachers are able to internalize the absolute basic values of God into the Indonesian human person so that they become a complete

¹JC Richards and WA Renandya, *Methodology in Language Learning: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 6.

²Syafaruddin, *Manajemen dan Strategi Pembelajaran* (Medan: Perdana Publishing, 2019), 59.

³Syafaruddin, Chandra Wijaya, Mesiono, and Mahidin, *Administrasi Pendidikan* (Medan: Perdana Publishing, 2016), 39.

⁴EF Rahayu, "Manajemen Pembelajaran dalam Rangka Pengembangan Kecerdasan Majemuk Peserta Didik," *Manajemen Pendidikan* 24, no. 5 (2015): 357-366.

⁵Amrilsyah Butar-butar and Muhammad Shaleh Assingkily, "Manajemen Pembelajaran Pendidikan Agama Islam," *Management of Learning Islamic Education* 7, no. 1 (2020): 32-45.

⁶Nurlaila, "Urgensi Perencanaan Pembelajaran Dalam Peningkatan Profesionalisme Guru," *Jurnal Ilmiah Sustainable* 1, no. 1 (2018): 93-112.

⁷Moh. Yahya Ashari and Puspa Mia Widyaningsih, "Hubungan antara Hasil Penilaian Kinerja Guru dengan Kompetensi Guru PAI Tingkat SLTP/MTS di Pondok Pesantren Darul Ulum Jombang," *Dirāsāt: Jurnal Manajemen dan Pendidikan Islam* 2, no. 1 (2016): 44-69.

person who can become a filter and selector as well as an antidote against all negative impacts from within the process and from outside the national development process. The Word of Allah SWT in QS Al-Muādalalah (58): 11. "O you who believe! When you are told to make room in your gatherings, make room; God will make room for you. And when you are told to disperse, disperse. God elevates those among you who believe, and those given knowledge, many steps. God is Aware of what you do."

Lesson plans are an important thing that must be done before learning takes. Lesson plans are very important because it can help achieve goals in a more timely manner and provide opportunities to be more easily controlled and monitored in their implementation. Thus, a planning process must start from setting goals to be achieved through a complete needs analysis and documents, then determining the steps that must be taken to achieve these goals. Learning objectives can be achieved well and in accordance with what has been planned if the learning process is also carried out in accordance with what has been planned in the lesson planning. The relevance between what has been planned and the learning process that is carried out will make students able to achieve the expected competencies.

Based on the results of an interview with one of the teachers of Islamic religious education that has been carried out related to the learning process at SMK Negeri 1 Parepare on the subject of Islamic religious education, there are 29 classes consisting of X 10 classes, XI 9 classes, and XII 10 classes. Among the 29 classes there are only 3 teachers of Islamic religious education who teach, so each teacher has a very solid teaching time and each teacher does not only teach at one grade level, but teaches at several levels such as taking classes in XI as well. Take a class in XI class. This requires teachers to be more active in terms of preparing lesson plans because they have to make and implement lesson plans at several class levels.

Learning as a system that must be planned by teachers based on the applicable curriculum. at SMK Negeri 1 Parepare itself is currently implementing the revised 2013 curriculum in its learning process. The revised edition of the 2013 curriculum in the preparation of the lesson plan, 4 things must appear, namely KDP, Literacy, 4C and HOTS. Integrating Strengthening Character Education (PPK) in learning. The characters that are strengthened are mainly 5 characters, namely religious, nationalist, independent, mutual cooperation, and integrity. Integrate literacy, 21st century skills or termed 4C (creative, critical thinking, communicative, and collaborative), integrating HOTS (higher order thinking skill).

The teacher in carrying out the learning process, in this case the Islamic religious education teacher at SMK Negeri 1 Parepare is based on the syllabus and the lesson plan that has been compiled by the teacher. In each learning implementation plan made, 1 to 2 basic competencies are applied for one subject to adjust the time allocation set in one meeting so that for one subject that requires 3 to 4 meeting hours, 1 to 2 basic competencies are used for the

subject matter and to see the ability of students to be seen in the learning process. School policy is also considered supportive in terms of implementing the learning process in schools which provides full space for teachers in carrying out the learning process, the duration of 3 hours in 1 meeting is considered inadequate by the teacher so that teacher creativity is needed in formulating the implementation of learning that has been implemented. Structured to achieve the effectiveness of the implementation of learning Islamic religious education at SMK Negeri 1 Parepare. Based on the foregoing, the teacher has a big duty and responsibility in terms of planning lessons and implementation.

Lesson Plans for Islamic Education Subjects

Planning is determining what will be done. Planning contains a broad series of decisions and explanations of objectives, determining policies, determining programs, determining specific methods and procedures and determining activities based on daily schedules.⁸ Lesson plans leads to the process of translating the applicable curriculum.⁹ The preparation of lesson plans must be done properly by the teacher because lesson planning has a very strategic function for learning. Some of the lesson plans functions.¹⁰ First, lesson plans are an administrative document that serves as a guide for the implementation of learning. Second, lesson plans are a vehicle for teachers to design learning systematically, procedurally, and neatly. Third, lesson plans are an initial tool that can be used to develop harmonious, quality and useful learning. Fourth, lesson plans provides opportunities for teachers to appropriately adapt the learning process to student characteristics. Fifth, lesson plans encourages teachers to continue learning and deepens the concept and implementation of assessment and learning processes. Sixth, lesson plans bridge teachers to constantly learn new knowledge that they have not yet learned. Seventh, lesson plans are a means for teachers to master learning material. Based on the lesson plans function, the teacher must view the planning activities of learning as a multifunctional activity for self.¹¹

To make good lesson plans, an educator must know the elements of good lesson plans, among these elements, namely identifying student needs, goals to be achieved, various strategies and relevant learning scenarios used to achieve goals, and evaluation criteria. Furthermore, the development of learning preparation must pay attention to the interest and attention of students towards the material used as study material. In this case the role of educators is not only as a transformer, but also must act as a motivator that can arouse enthusiasm

⁸Abdul Majid, *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru* (Bandung: Rosdakarya, 2007), 16.

⁹Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2013), 9.

¹⁰Ibid., 288.

¹¹Ibid., 289.

for learning, and encourage students to learn using a variety of media, and appropriate learning resources and support competency formation in students.¹² In this regard, there are several principles that must be considered by educators in developing their teaching preparation. First, competence in the lesson plans must be clear; the more concrete the competence is, the easier it is to observe, and the more precise the activities that must be carried out to shape the competence. Second, the lesson plan must be simple and flexible, and can be implemented in learning activities, and the formation of student competencies. Third, activities compiled and developed in the lesson plans must support, and be in accordance with the basic competencies to be realized. Fourth, the lesson plans that are developed must be intact and comprehensive, with clear achievements. Fifth, there must be coordination between the components of program implementation at school, especially if the learning is carried out in a team learning activity or carried out outside the classroom, so as not to interfere with other learning hours.¹³ So that an educator can make an effective and effective learning planner, it is required to understand various aspects related to the development of learning planning, both related to the nature, function, principles and procedures of developing lesson plans and measuring effectiveness in learning activities.

The dimensions of lesson plans are related to the scope and properties of some of the characteristics found in learning planning. According to Harjanto, these dimensions include significance, facilitation, relevance, certainty, and accuracy. The main principle that needs to be considered is that learning planning is compiled in a simple form, and behavior is considered sensitively the definite links between the various components, namely adaptability, time and monitoring.

For the purposes of developing and compiling a competency-based learning program, the tasks performed by the teacher include as follows. First, analysis of effective days and analysis of learning programs. The first step in making learning program preparation activities is to make an effective day analysis for one semester. From the results of the analysis of effective days, it will be known the number of effective days and holidays each week or every month so that this step will make it easier to prepare learning programs for one semester. The making of an effective day analysis is the educational calendar and the general calendar. Second, annual program. The annual program is part of the teaching program and contains time allocations for each subject in one academic year. The purpose of this annual program is to facilitate teachers in preparing semester programs and formulating teaching/teaching preparation plans. The components contained in this annual program are components of

¹²Abdul Majid, *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru* (Bandung: Rosdakarya, 2007), 94.

¹³E Mulyasa, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: Remaja Rosda Karya, 2006), 219.

lessons, classes, school years, subjects, time allocation, and information.¹⁴ The sources that can be used as material for the development of this program are as followed. (1) List of standard competencies as a National consensus, which is developed in the syllabus of each subject to be developed. (2) Scope and sequence of competences. In this case, to achieve learning objectives, learning materials are needed. The learning material is organized into topics/themes and sub topics/subthemes, which contain main ideas according to the competencies and learning objectives. (3) Educational calendar. The preparation of an educational calendar for one academic year refers to efficiency, effectiveness, and the rights of students.¹⁵

Third, semester program. The semester program is part of the teaching program and contains time allocations for each subject in each semester. The semester program contains an outline of the things to be implemented and achieved in the semester. In general, this semester program contains the month, the main language to be delivered, the planned time, and information.¹⁶ This semester program serves as a reference in compiling a calendar of teaching and learning activities, compiling a course unit program and increasing the level of efficiency and effectiveness of using the available time.¹⁷ Fourth, syllabus. In the 2013 curriculum, the syllabus has been prepared by the Government, both for the national curriculum and the regional curriculum, so that teachers just need to develop a lesson plan. Apart from the syllabus, the Government has also prepared a guidebook, which will also be carried out by assistance. In this case, the most important thing for teachers is to understand teacher guidelines and student guidelines, then master and understand the material to be taught. After that, then develop a written learning plan in brief about what will be done in the opening, character building and student competence, and closing the lesson.¹⁸ The syllabus is developed based on graduate competency standards and content standards for primary and secondary education units according to the learning pattern in each particular academic year. The syllabus is used as a reference in developing the lesson plan.¹⁹

Fifth, lesson plans (*Rencana Pelaksanaan Pembelajaran/RPP*). The lesson plan (RPP) can be considered as a learning scenario for a teacher in teaching. Competence, learning media, learning methods, learning activity designs to assessments are in the RPP.²⁰ The lesson plan is a face-to-face learning activity

¹⁴Depag RI, *Pedoman Penulisan Karya Ilmiah Guru* (Jakarta: Direktorat Jendral Kelembagaan Agama Islam, 2005), 48.

¹⁵Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, 249.

¹⁶Ibid., 252

¹⁷Ibid., 253.

¹⁸E Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: Remaja Rosdakarya, 2013), 181.

¹⁹Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah, 5.

²⁰Ika Lestari, *Pengembangan Bahan Ajar Berbasis Kompetensi* (Padang: Akademia Permata, 2013), 71.

plan for one or more meetings. RPP is developed from the syllabus to direct students' learning activities in an effort to achieve basic competence (*Kompetensi Dasar/KD*). The regulation said that a lesson plan should consist of following elements: lesson identity, standard of competence, indicators for competence achievement, objectives, teaching materials, time allocation, teaching method, and teaching procedures.

This research is a case study research. Sources of data in the study were the results of interviews with Islamic Education teachers and students. In addition, the results of observations during the interaction of learning in class as well as the results of analysis of documentation related to the implementation of lesson plans of Islamic education teacher learning. The data from the field results were processed with the stage of data reduction, data presentation and drawing conclusions.

Lesson Plans for Islamic Religious Education in Vocational High Schools: Result and Discussion

In the teaching and learning process at SMK Negeri 1 Parepare, the lesson plans of the learning program plays a very important role. Because it determines the implementation and evaluation steps. The integration of learning as a system is not only between the components of the teaching and learning process, but also between one step and the next step and the teacher in implementing the learning program really has to be as planned. The educational process must be carried out in a planned manner with various thoughts and rationale so that all potential students can be developed optimally. The word planned shows how important lesson planning is for every learning process.

Based on the results of the researcher interview with the Islamic religious education teacher at SMK Negeri 1 Parepare in preparing the lesson plan, the teacher used the syllabus as a reference in making lesson plans, the implementation of lesson plans were the teacher's guide when the teaching and learning process took. Muhammad Jufri, a teacher of Islamic religious education related to lesson planning, explained that "activities or processes in connection with teaching and learning or learning to develop evaluation and assessment for the achievement of learning objectives."²¹ Based on the explanation, learning planning has a very important role in the learning process. This shows that every learning planning process must lead to the achievement of learning objectives.²² Regarding the importance or not of lesson planning, Muhammad Jufri, a teacher of Islamic religious education, explained that: "lesson plans are very important, because it is related to the achievement of learning objectives that requires careful planning."²³ From the

²¹Muhammad Jufri, Islamic Religious Education Teacher, SMK Negeri 1 Parepare (Teacher Room), Interview by Researchers, February 11, 2020.

²²Abdul Majid, *Perencanaan Pembelajaran* (Bandung: Remaja Rosdakarya, 2011), 94-95.

²³Muhammad Jufri, Islamic Religious Education Teacher, SMK Negeri 1 Parepare (Teacher Room), Interview by Researchers, February 11, 2020.

explanation that lesson plans are very important in achieving learning objectives, it requires skills from a teacher because lesson planning needs to be prepared carefully. Lesson plans includes the preparation of learning implementation plans and preparation of media and learning resources, learning assessment tools, and learning scenarios.²⁴ Writing down the planning can benefit Islamic Education teachers in the following ways are (1) a plan provides security in the sometimes unpredictable atmosphere of a classroom, (2) a plan is a log of what has been taught, (3) a plan can help the teacher to think about the content material, sequencing, timing and activities, (4) in the classroom a plan can help to remind the teachers what they intend to do, (5) a plan shows the students that their teacher has devoted time to think about the class and they will respond positively, (6) a plan can help a substitute to smoothly take over a class when the teacher cannot teach.²⁵

In terms of preparation and guidelines used in preparing lesson plans. Muhammad Jufri stated that "regarding the teaching and learning process, what is prepared is related to the achievement of goals, namely the syllabus and educational calendar to allocate time and subject matter."²⁶ Based on the explanation, preparation in the lesson plans are adjusted to the syllabus and uses the educational calendar as a guide. In this preparation, Mr. Muhammad Jufri expressed the problems faced, namely "the preparation of lesson plans still have problem, such as sudden incidents. Allocating time allocations that are not aware of additional assignments by the teacher concerned outside of teaching hours."²⁷ Based on the explanation, teacher management skills are needed to condition the lesson plans that have been prepared with the available time allocation so that all subject matter can be delivered as planned. In this case, the most important thing for teachers is to understand teacher guidelines and student guidelines, then master and understand the material to be taught. After that, develop a written lesson plans in brief about what to do in the opening, character building and competence of students, and closing the lesson.

To find out the delivery of the material and the availability of time in the lesson, the researcher conducted an interview with Silvia Edis Palar, a class XI B3 said, "all the material has been delivered for chapter 7, but not for chapters 8 and 9 because time does not allow it. However, the material has been understood by students."²⁸ The process of implementing lesson plans can be defined as activities carried out in learning. In relation to Islamic religious education, namely activities carried out in Islamic religious education learning.

²⁴Nurlaila, "Urgensi Perencanaan Pembelajaran dalam Peningkatan Profesionalisme Guru," *Jurnal Ilmiah Sustainable* 1, no.1 (2018): 93-112.

²⁵J Harmer, *How to Teach English* (Essex: Longman, 1998), 121.

²⁶Muhammad Jufri, Islamic Religious Education Teacher, SMK Negeri 1 Parepare (Teacher Room), Interview by Researchers, February 11, 2020.

²⁷Muhammad Jufri, Islamic Religious Education Teacher, SMK Negeri 1 Parepare (Teacher Room), Interview by Researchers, February 11, 2020.

²⁸Silvia Edis Palar, Students of Class XI.B3, SMK Negeri 1 Parepare, interview by researchers, on February 11, 2020.

The learning process at SMK Negeri 1 Parepare uses a system in its implementation. The system in learning can be defined as a whole component of the parts related to achieving the expected results or goals.

The Islamic religious education system at SMK Negeri 1 Parepare has several components to achieve the expected goals, namely as follows. First, identify problems based on need. The problem is the gap between the ideal conditions and the real conditions of the desired needs. As an example of ideal conditions to facilitate learning, this requires tools or media that are suitable and in accordance with the characteristics of the content of Islamic education subjects. In relation to learning tools or media, Muhammad Jufri stated that there are still teachers who have not been able to use media or learning tools that are suitable and in accordance with the characteristics of the subject content.²⁹ This is in accordance with Putri and Citra's research showing that one of the weaknesses of the teacher is in using learning media that is in accordance with the material being taught.³⁰ Learning media that are in accordance with the characteristics are one of the successes in implementing learning.³¹

Second, determine alternative solutions. To solve a problem it is necessary to identify the prerequisites, namely the supporting factors and the problem solving factors. For example the factors of availability of funds, facilities, personnel and time so that the best alternative solution to the problem can be selected. For example, teachers who have not been able to use instructional media, if viewed from the supporting factors, need a budget for improving the quality of teaching staff, mentoring media experts, and holding instructional media training. Third, choosing a solution strategy. Choosing a solution strategy based on the selected alternative solutions that are considered relevant and most effective for determining the method or strategy for its implementation. For example, the chosen alternative is to conduct training, so training objectives and methods must be determined, training objectives, training materials and training evaluation.

Fourth, implement the chosen strategy. For example, the chosen alternative, it is necessary to determine the implementation, how many days it will be implemented, how many funds are needed, the people involved, and so on so as to facilitate the effectiveness of problem solving. Fifth, evaluating the implementation of activities. Evaluating the implementation of activities to determine the extent to which the effectiveness of using the chosen method can solve the problem. Because evaluation is a process activity, evaluation needs to

²⁹Muhammad Jufri, Islamic Religious Education Teacher, SMK Negeri 1 Parepare (Teacher Room), Interview by Researchers, February 11, 2020.

³⁰Septi Dwi Putri and Desy Eka Citra, "Problematika Guru dalam Menggunakan Media Pembelajaran pada Mata Pelajaran IPS di Madrasah Ibtidaiyah Darussalam Kota Bengkulu," *IJSSE : Indonesian Journal of Social Science Education* 1, no.1 (2019): 49-54.

³¹Imam Gunawan, "The Implementation of Lesson Study Based Learning Management and the Effect toward Students' Activeness in Lecturing," *Jurnal Pendidikan dan Pembelajaran* 24, no. 2 (2018): 51-63.

be carried out continuously starting from the preparation, implementation process, to the results achieved. Sixth, making revisions. Make revisions at each step as needed. Learning is a process that takes a long time. Therefore, in each activity section, if necessary, revisions are made to achieve optimal results.

The components above are a system implemented at SMK Negeri 1 Parepare in creating the quality of learning in each field of study or subject, especially in the subject of Islamic religious education in order to create good quality.

The Relevance of Lesson Plans with the Implementation of Islamic Education Subjects: Result and Discussion

Relevance means appropriate. The value of relevance in lesson plans are that the planning we compile has a suitability value both internally and externally. Internal suitability means that lesson plans must be in accordance with the applicable curriculum. Meanwhile, external suitability is a learning plan that is compiled in accordance with the needs of students.

Based on the results of observations related to the lesson plans of the Islamic education teacher at SMK Negeri 1 Parepare, the researcher looked at the lesson plans compiled by the teacher then made classroom observations to see the relevance of the lesson planning and its implementation. In compiling the lesson plans, the teacher adjusts to the applicable curriculum in school, namely the 2013 curriculum which is then arranged based on the syllabus.

In this observation, the researcher observed the learning of Islamic religious education in class XI B3 at SMK Negeri 1 Parepare to see the relevance of lesson plans and its implementation. Observation activities in class are carried out using observation guidelines made by researchers based on the lesson plans made by Islamic religious education teachers to observe the steps carried out in the process of implementing learning in class. From this observation, it can be seen that the teacher provides material about the Islamic ummah's concern for the corpse. In the preliminary activities, the teacher provides orientation by opening with an opening greeting, checking the attendance of students, but the teacher does not physically and psychologically prepare students in starting learning activities as contained in the lesson plan. Then the teacher gives appreciation by linking the learning material to be carried out with the experience of the students, reminding the prerequisite material by asking questions, and asking questions related to the lesson to be implemented. Furthermore, the teacher provides motivation by providing an overview of the benefits of learning lessons to be learned in everyday life, conveying learning objectives at ongoing meetings and asking questions. Then the teacher provides a reference by notifying the subject matter to be discussed at the meeting at that time, informing about core competencies, basic competencies, indicators and "*Kriteria Ketuntasan Minimal (KKM)*" at the

meeting that takes place, dividing study groups and explaining the mechanism for implementing learning experiences according to the learning steps.

After the preliminary activities, it is continued with the core activities in which students are formed in several groups to discuss the subject matter, collect information about the subject matter, and present the subject matter and exchange information about the subject matter. After completing the students presented the results of the group discussion classically, then the groups expressed their opinions and asked about the results of the percentage carried out. In closing activities, students make resumes with teacher guidance about important points from subject matter that appears in learning activities. Then, the teacher gives an award to the group that has good performance and cooperation, the teacher schedules homework for the new subject matter and the teacher schedules material or project/product/portfolio/performance assignments that must be studied at the next meeting.

From this observation, namely the process of implementing learning with material about “*kepedulian umat Islam terhadap jenazah, himah dan manfat penyelenggaraan jenazah.*” The teacher uses the question and answer method, interview, discussion and role playing. The media used were student worksheets and blackboard with learning resources for class XI Islamic religious education books. In implementing these lessons, most of them are relevant to what was planned in the lesson plan. However, there are some aspects that are not yet relevant, namely preparing students physically and psychologically in starting learning activities and delivering learning objectives at the meeting that takes place. The next observation, the researcher conducted the same class to observe the implementation of learning, namely the continued material from the previous meeting. From this observation, it can be seen that the teacher provides material about the lessons and benefits of organizing the corpse with different methods. The teacher uses the lecture method as an introduction, and then uses the laptop and LCD media as learning support. In the final activity the teacher concludes learning; students also answer the teacher’s questions as reinforcement of the material that has been taught. In this lesson, everything is relevant to what has been planned in the RPP.

To find out the implementation of learning, researchers conducted interviews with students in class XI B3 SMP Negeri 1 Parepare. “In delivering the material, the teacher uses printed books as a learning resource, using oral and presentation methods. The learning activities go well, and there is a question and answer session”³² and “the sources used were printed books or using LCD or written, using oral or explaining methods. Learning activities are really very cool because they have good activities.”³³

³²Wahyuni, Students of Class XI B3, SMK Negeri 1 Parepare, interview by researchers, on February 11, 2020.

³³Riswan Bakri, Student Class XI B3, SMK Negeri 1 Parepare, interview by researchers, on February 11, 2020.

Conclusion

Based on the discussion that has been stated, lesson plans are an important step in the implementation of learning. Lesson plans are part of the obligations and performance of teachers. Then, the lesson plans must be managed properly by Islamic Education teachers if the learning objectives are to be achieved. Failure in lesson plans causes the implementation of learning to be not in the desired direction. In addition, lesson plans are an obligation as a teacher as instructed by the ministry of education and culture.]

References

- Ashari, Moh Yahya, and Puspa Mia Widyaningsih. "Hubungan antara Hasil Penilaian Kinerja Guru dengan Kompetensi Guru PAI Tingkat SLTP/MTS di Pondok Pesantren Darul Ulum Jombang." *Dirāsat: Jurnal Manajemen dan Pendidikan Islam* 2, no. 1 (Desember 2016).
- Butar-butar, Amrilsyah, and Muhammad Shaleh Assingkily. "Manajemen Pembelajaran Pendidikan Agama Islam." *Management of Learning Islamic Education* 7, no. 1 (Juni 2020).
- Departemen Agama Republik Indonesia. *Pedoman Penulisan Karya Ilmiah Guru*. Jakarta: Direktorat Jendral Kelembagaan Agama Islam, 2005.
- Gunawan, Imam. "The Implementation of Lesson Study Based Learning Management and the Effect toward Students' Activeness in Lecturing." *Jurnal Pendidikan dan Pembelajaran* 24, no. 2 (Desember 2018).
- Harmer, J. *How to Teach English*. Essex: Longman, 1998.
- Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah.
- Lestari, Ika. *Pengembangan Bahan Ajar Berbasis Kompetensi*. Padang: Akademia Permata, 2013.
- Majid, Abdul. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: Rosdakarya, 2017.
- Mulyasa, Endang. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosda Karya, 2006.
- Mulyasa, Endang. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya, 2013.
- Nurlaila, Nurlaila. "Urgensi Perencanaan Pembelajaran Dalam Peningkatan Profesionalisme Guru." *Jurnal Ilmiah Sustainable* 1, no. 1 (Juni 2018).
- Putri, Septi Dwi, and Desy Eka Citra. "Problematika Guru dalam Menggunakan Media Pembelajaran pada Mata Pelajaran IPS di Madrasah Ibtidaiyah Darussalam Kota Bengkulu." *IJSSE: Indonesian Journal of Social Science Education* 1, no. 1 (Juni 2019).
- Rahayu, EF. "Manajemen Pembelajaran dalam Rangka Pengembangan Kecerdasan Majemuk Peserta Didik." *Manajemen Pendidikan* 24, no. 5 (Desember 2015).

- Richards, JC, and WA Renandya. *Methodology in Language Learning: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002.
- Sanjaya, Wina. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana Prenada Media Group, 2013.
- Syafaruddin, Syafaruddin. *Manajemen Dan Strategi Pembelajaran*. Medan: Perdana Publishing, 2019.
- Syafaruddin, and Asrul Mesiono. *Inovasi Pendidikan: Suatu Analisis terhadap Kebijakan Baru Pendidikan*. Medan: Perdana Publishing, 2016.